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ABSTRACT

A meeting was held in Bangkok in February, 1986, to review the status of a project begun in 1984 to raise the achievement level of primary school students first in Indonesia, Malaysia, the Republic of Korea, Thailand, and later, in India, Nepal, the Philippines, and Sri Lanka. After an introductory chapter providing background to the Joint Innovative Project (JIP), Chapter Two summarizes progress reports from each of the participating countries and the People's Republic of China, the latter newly interested in joining the project. Additionally presented are brief statements of participants' future plans and those proposed program improvements resulting from deliberations of the review meeting. A report on a field trip made to Thai primary schools is also included. Chapter Three presents an overview of the initiatives and actions planned and previously begun by JIP member countries. Discussion concerns the adequacy of the project's framework, effective preparation of young children, methods and materials of instruction, preparation of teachers and supervisors, and involvement of parents and community. Chapter Three also presents an overview of the discussions on major areas of concern to the member countries, particularly the development and management of human resources. Chapter Four lists participants' proposals for the agenda of the project's anticipated final meeting in December, 1986. Appendices provide the agenda and lists of participants and members. (RH)

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RAISING THE ACHIEVEMENT LEVEL OF CHILDREN IN PRIMARY EDUCATION

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RAISING THE ACHIEVEMENT LEVEL OF CHILDREN IN PRIMARY EDUCATION

Report of a Project Review Meeting
Bangkok, Thailand

10 - 19 February 1986

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Chapter One

INTRODUCTION

The joint innovative project

A common experience for UNESCO in several countries of the Asia and the Pacific region is that substantial proportions of children of primary school age fail to acquire basic learning skills by the end of the primary cycle. Such non-achievement can result in high drop-out rates, early dropping-out of school, and high class repetition rates. In addition, children who remain in school may fail to achieve a level of education at which learning skills can be used for further learning; the problem of under-achievement.

Recognizing such problems associated with relative lack of achievement in primary education in parts of the region, the UNESCO Regional Office for Education in Asia and the Pacific in Bangkok, convened two meetings in 1983 within the framework of Asia and the Pacific Programme of Educational Innovation for Development (APEID). The first meeting was held in Chiangmai, Thailand, in August 1983, and was attended by specialists from Australia, India, Malaysia and Philippines. This meeting addressed itself to the theme: "Raising the achievement level of children in primary education". The second meeting took place in Bangkok, Thailand, in September 1983, and was attended by specialists from Afghanistan, Australia, Bangladesh, India, Malaysia, Nepal, Pakistan, Philippines, Republic of Korea, and Thailand. The theme of that meeting was: "Learning needs of children in primary education", and it focused on important aspects of research and the training of educational personnel.

In March 1984, the Ninth Regional Consultation Meeting on APEID (Ninth RCM), held in Bangkok, examined the proposals that emanated from the two meetings referred to above. Noting that there was increasing concern about and emphasis on the quality of primary education, it recommended that a Joint Innovative Project (JIP) on raising the achievement level of children in primary education be launched. The purpose of the project arose from the conviction that if educational inputs – teaching methods and materials, community-parental support – are soundly deployed, then the achievement level of children in primary education can be raised.

In the context of the project, achievement was defined as acquisition by children of the basic skills of learning, and their performance in cognitive, psychomotor, and affective domains. The factors identified as being important for raising the achievement level of children were:

i) The effective preparation of young children for primary education;

ii) The implementation of strategies including methods and materials of instruction and pupil evaluation in schools, in light of recent studies of young children's achievement in their early education;

iii) The preparation of teachers and supervisors for the tasks involved and provision of materials and guidance; and

iv) The effective involvement of parents and community in the primary education of children.

The Ninth RCM observed that:

> The duration of primary education and other determining factors differ from country to country. The norms of achievement will therefore vary across national boundaries. However, what is essential is the recognition of the need to have in the national programmes appropriate and relevant achievement norms of primary education and to monitor the extent to which they are being reached both at micro (school) and macro levels.

Within the broad guidelines established by the Ninth RCM on APEID, a framework and project outline were prepared and sent to all countries in the region by ACEID, UNESCO, Bangkok, seeking expressions of interest in the proposed JIP.

Several expressions of interest were received, and country project proposals were then developed and finalized by specialists from the participating countries after consultation with project specialists at UNESCO.

The project was initiated in May 1984 with Indonesia, Malaysia, Republic of Korea and Thailand participating. Later, India and Nepal joined the Project, and in April 1985 Philippines and Sri Lanka also joined.

Objectives of Review Meeting

A Project Review Meeting was organized in Bangkok, from 10-19 February 1986. The objectives of the Meeting were to:

1. Review the progress made by the project teams in the participating countries on important aspects of research and operational projects, as outlined in the project outline documents, with emphasis on:
   a) a baseline survey of achievement levels and study of selected factors affecting achievement by primary school children, and
   b) intervention strategies (planned as well as executed) including:
      i) sensitization and preparation of educational personnel,
      ii) sensitization of parents and other community members, and
      iii) use of other inputs including instructional materials and methods, and evaluation procedures,
   c) organizational and operational aspects of the project including management, monitoring and dissemination of JIP experiences;
2. Promote exchange and sharing of experiences relating to the important aspects of research and operational projects;
3. Identify new areas and strategies for the improvement of projects in the participating countries, and to consider the effective dissemination of the outcomes of the project.

Participants in the Review Meeting

The Meeting was attended by 19 individual participants who are project directors/co-ordinators and those involved in the research, monitoring and operational projects in eight participating countries, namely; India, Indonesia, Malaysia, Nepal, Philippines, Republic of Korea, Sri Lanka, and Thailand. As a country newly interested in joining the project, China also sent two participants from the Educational Research Department of Gansu Province to attend the Meeting. In addition, there were two resource participants, one from Australia and the other from Malaysia. The Meeting was also attended by four observers/participants nominated by the Government of Thailand, project specialists drawn from JIP sites in Surin, Yala and Pratumthani provinces of Thailand.

Organization of the Review Meeting

The Meeting was jointly hosted by ACEID/ROEAP, and the Curriculum and Instruction Development Department of the Thai Ministry of Education, the agency responsible for JIP in Thailand.

The Meeting was organized in three phases. In the first phase, the emphasis was on the exchange and sharing of experiences among participating countries, through the presentation and discussion of country progress reports. In the second phase, participants visited two school clusters in Yala, in one of the project sites in the host country, Thailand. During this field visit, members of the Review Meeting visited schools to observe programmes conducted under the JIP, and met with teachers, principals, supervisors, community leaders and parents. First-hand experience of the operation of the JIP in Thailand was thereby gained. (A report of the Field Visit is included in Chapter Two, pages 24 - 26).

In the final phase of the Meeting, members met in two groups and in plenary sessions, to make a comprehensive review and analysis of critical issues as described in the latter part of Chapter Three; and to identify common concerns in participating countries, particularly specific areas and strategies for improvement of their projects.

Officers of the Meeting

The Meeting elected the following persons as office bearers:

Chairperson	–	Dr. Kamol Sudaprasert (Thailand)
Vice Chairpersons	–	Mr. V. R. Nagpure (India) Mrs. Aidah Abdul Ghani (Malaysia)
Rapporteurs	–	Mr. D. A. Ananda Perera (Sri Lanka) Dr. Robert Grieve (Australia)

Report of the Meeting

In Chapter Two of this report, summaries of Country Progress Reports are presented, together with a brief indication of their future plans and programme improvements proposed in light of the deliberations of the Review Meeting. A report

on the Field Visit made to primary schools in Yala Province in the south of Thailand is also included.

Chapter Three presents an overview of the initiatives and actions planned and already begun by the JIP member countries. It also presents an overview of the discussions on major areas of concern to the member countries.

In Chapter Four, proposals made by participant countries in preparation for the Finalization Meeting in December 1986 are indicated.

Chapter Two

PROGRESS TO FEBRUARY 1986

Participants from each country prepared survey progress reports on their projects. They are presented in this Chapter. All countries participating in the Review Meeting had joined the project earlier either in 1984 or 1985, except China. As China is a new participant country which has expressed interest in joining the JIP, its project proposal is also included in this Chapter.

In the case of countries which have already joined the project, they have also formulated their future plans and strategies for improvement of certain aspects of the projects. These appear at the end of each country progress summary.

In the second section of this Chapter, a report is provided on the field visit made by members of the Review Meeting to primary schools in Yala Province in the south of Thailand, one of the JIP sites in Thailand's programme.

Country progress reports

CHINA

The quality of rural primary education, particularly in Gansu Province should be improved. Educational conditions and facilities should be improved as well. With this in view China has just joined the JIP and it is expected that the proposals will meet the guidelines of ACEID. This is a brief abstract of the proposals which is planned for Gansu Province.

Main emphasis of JIP. The project would first lay emphasis on three major points:

The improvement of teaching/learning activities. Research indicates that the improvement of teaching/learning activities may be obtained if the following points are observed:

a) Teachers should be provided with a wide range of teaching methods and encouraged to select the most appropriate aspects from each method so as to improve their own teaching.

b) The professional and research activities of teachers' groups should be strengthened and reinforced, so that collective efforts to enhance the preparation of teaching plans and subsequent activities can be obtained through the exchange of experiences, professional discussions and in-depth analysis of teaching.

c) Pupils' creativity and motivation should be cultivated by way of linking the classroom with the natural and social environment.

Teacher training. The presence of unqualified teachers is one of the main reasons why the achievement level of primary education in Gansu Province is lower than that of the state standard. There are only 66.8 per cent qualified primary school teachers in the province. Therefore, more qualified teachers are urgently required to raise the quality of primary education. To do this:

a) teacher education in the 22 normal schools at the prefecture and country levels should be stressed;

b) the unqualified teachers should be examined annually and be given a period of three years to acquire the requisite qualifications via enrolment in in-service training programmes;

c) effective measures to raise the social status and improve the living conditions of teachers should be taken, including a salary increase; and

d) teachers' in-service training to raise teachers' competence, should be conducted, mainly by means of distance education, short courses, seminars and workshops.

Teaching/learning research activities. The three levels of research networks (province, prefecture or municipality and county levels) should be utilized to guide:

a) the analysis of teaching materials as well as the discovery of new insights on teaching; and

b) pupils' development of proper learning methods and motivation.

Relationship between JIP and the National Educational Reform. To achieve the aspirations of the 'four modernizations', China urgently needs to reform its education programme, system and structure, including primary education.

The Central Government made a decision on the reform of the educational system in 1985. The objectives of the JIP are consistent with the objectives and policy of the central government on educational reform, i.e., the JIP's objectives form a component part of educational reform. Hence, they should and can promote their mutual realization. In other words, China's educational reform is favourable for the implementation of JIP, including Gansu Province.

The implementation of JIP in Gansu Province. Before the JIP can be carried out, a further sample survey is required. Details of the planned implementation of the JIP are as follows:

a) The JIP will be carried out in the first semester of 1986;

b) The JIP programme will involve 100 primary schools to be identified by random sampling;

c) The organizational structure would include committees at provincial level and sub-committees from prefecture and county levels down to the experimental schools; and

d) Periodic monitoring of the implementation of JIP should be done by the above-mentioned committee and sub-committees.

By joining the JIP, China hopes to learn from the participating countries' experiences, and to utilize their successful findings in its innovative programme.

INDIA

The Universalization of Primary Education (UPE) and raising the achievement level of primary education are matters of highest priority in the national effort for revamping education in India. It is at the primary level that a solid foundation must be laid for the education of the younger generation especially from the socio-economically backward areas, with deprived and downtrodden classes who should be facing the twenty-first century with a sense of confidence, self-reliance and faith in national integration and pride in their cultural heritage.

The country-wide debate in evolving a National Education Policy has brought about a new awakening among the people for utilizing education as a means for investment for the future.

In this context JIP within the framework of UNESCO's APEID programme fits in admirably with its emphasis on raising the achievement level of children in primary education. Under JIP, teacher competence, parental involvement, better readiness and better learning strategies on the part of pupils are some of the significant factors that are being highlighted for planned development.

Since India is a large country, three major centres of action have been chosen for the JIP – i.e. Maharashtra, Tamil Nadu and the Union Territory of Delhi.

Main emphasis of JIP. The main emphases of JIP would be to:

a) Make an assessment of the level of achievement of primary school children in Maharashtra, Tamil Nadu and the Union Territory of Delhi, and to raise their level of achievement;

b) Increase the competence of teachers through in-service programmes;

c) Orientate school supervisors and administrators;

d) Sensitize the parents towards affairs of the schools and maximize their involvement and participation in raising its quality of education; and

e) Improve the learning competence of children by adopting better study habits, study skills, and learning strategies.

Relation of JIP to national programmes. The major thrust under the national programme is on UPE, raising the achievement level of school children, consolidation of school programme and community involvement. The State Councils of Educational Research and Training (SCERTs) and other agencies in the States and Union territories normally carry out a wide range of qualitative improvement programmes in primary education. The JIP on the other hand would be applied to selected schools – 10-15 schools for intensive study with reference to each one of the three sites involved in intensive study in India namely, Maharashtra, Tamil Nadu and the Union Territory of Delhi.

The National Programmes have a five-year framework as a part of the National Five-Year Plan of India. The JIP would be completed by the end of 1986.

Data being gathered for JIP. The three sites will select suitable primary schools preferably in socially and economically backward areas and adopt them under this project for intensive treatment.

Surveys will be conducted for gathering base line data on the following aspects of primary education:

a) the family background of the children, their study habits, their present achievement levels and their learning difficulties;

b) the professional background of teachers handling the children at primary stage, their perceived difficulties in instructional functions and suggested areas for in-service updating; and

c) the type of secondary clientele, such as parents, served by the schools, their major characteristics and their level of involvement.

A simple assessment of existing standards of school children will be carried out using school records, and teacher ratings and surveys on school conditions.

An informal assessment of community involvement in these areas will be made before launching the intervention programme for raising the achievement level of primary school children.

Outcomes to date. The three key members as nominated by Government for the project have met and deliberated for evolving strategies for effective implementation of this project. The National Government and the respective state Governments have been involved in the project.

Considerable awakening among parents for sharing the concerns of the school schemes such as establishment of school complexes, foster parent schemes, and school improvement programmes bear testimony to the awareness of parents in the education of their children.

Future plans

a) Inter-state visits by the three members of the India team would be made for effective project execution;

b) Methodologies and strategies for the intervention programme would be worked out in terms of survey work, training, production of materials, and selection of areas of intervention;

c) The three participating SCERTs with initiate measures to communicate with other departments and agencies of Government concerned with primary education, produce awareness of materials for parents for effecting better involvement of Parent Teachers Associations, and carry out in-service programmes for the educational administrators and school teachers to highlight the additional functions that they are expected to undertake; and

d) Attempts will be made to have regular contacts with the leaders of the other participating countries to gain from their experiences through frequent communication with UNESCO's APEID programme to reach certain levels of excellence in project execution and project completion.

INDONESIA

This project derives from the first project of the same name in Cianjur, West Java, which operated for five years (1980-1984) and is now entering its continuation phase. The Cianjur Project has indicated that professional standards in school could be substantially improved through the operation of a support system composed of all those groups and institutions which can help; in particular, the heads, the supervisors, the educational administrators, the teacher-trainers (pre-service and in-service training) as well as the teachers themselves through well-organized systems of teachers' groups and teacher centres.

At the time as the Cianjur Project was designed it was already appreciated that though the main elements of the model might be the same throughout Indonesia, the details of its operation would be bound to vary according to the different situations in which the support system operated.

During the course of its planning and operation the project at Cianjur profited from its own experiences. There are a number of ways in which it could have been better designed in the first instance and in which its present operation could be strengthened.

The main emphasis of JIP. The present project in Nusa Tenggara Barat (NTB) therefore aims to:

a) Design and operate a support system in primary schools in one district in NTB with a view to improving the teaching effectiveness of the schools in which it operates;

b) Incorporate in this model the successful elements of the first project in Cianjur and to find other alternatives to overcome the weaknesses of the Cianjur project;

c) Improve the competencies of the teachers, the heads, the supervisors, and the educational administrators;

d) Develop a model of teaching/learning processes based on active student learning and process skills approach especially in the four main subjects (science, social studies, mathematics and language); and

e) Improve the achievement level of the students through improvement of the learning process.

Relationship of JIP to the national programme. The quality of primary education has been the main concern of the Ministry of Education and Culture. A great number of children fail to acquire the basic learning skills required by the curricula at the end of each grade at the primary level. As a result, the repetition rate at the primary school is still very high. This is one of the causes of drop-out. Therefore universalization of primary education is not limited to quantitative expansion but also involves qualitative improvement.

The replication project on Qualitative Improvement of Primary Education through Professional Support for Teachers in NTB is part of the national dissemination programme of the Cianjur project congruent with the national education development plan, especially the implementation of the new primary curriculum starting in the 1986-1987 academic year. 9

Data being gathered for JIP. The base-line data obtained from the NTB Project covers:

a) findings on the results of a Culture Fair Intelligence Test of Children of grade IV both in trial schools and comparison schools, with results being used to select comparison schools;

(b) achievement tests for science and social studies of grade IV students in trial and comparison schools;

c) an aptitude test on 12 aspects (nationalism, self-reliance, appreciation of hard work, etc.) of the same students; and

d) a descriptive ethnographic report of the school conditions including learning process.

The same kind of tests and descriptive report will be carried out for the second and subsequent years to see the effectiveness of the treatment given to the trial schools to improve the quality of education.

Outcomes to date. Four key educational decision-makers from NTB province visited the sites of the project in Cianjur in November 1984 and 15 key personnel (headmasters, supervisors and outstanding teachers) were sent to be attached to Cianjur schools for 14 days. Two high ranking officials were sent for study visits to Thailand and the Philippines.

A feasibility study was conducted in NTB province to identify the sites of the replication project (six sub-districts with 50 schools). An in-depth study to collect base-line data in the trial schools and the comparison schools was conducted and the design of the replication project was approved.

A two months overseas training course was arranged in London for six key teachers in co-operation with the British Council and the Institute of Education, University of London.

An in-service training programme was carried out by the national team for 100 persons for two weeks (teachers, heads, supervisors of primary schools and teachers of the teacher training colleges). Local in-service training was carried out by local key teachers who had been trained by the national team.

The professional support system has been implemented in two sub-districts in Lombok Barat NTB including school clusterings such as those in Cianjur. The teaching/learning models have been implemented in 50 schools.

Future plans

a) Overseas training of six more key teachers/heads in London will be carried out in April-June 1986;

b) In-service training for 100 teachers (second course) and 100 more teachers (first course) will be carried out in August-September 1986;

c) Continuous monitoring and evaluation of the implementation of the replication project will be undertaken;

d) Gradual extension of the new ideas to all schools in the district of Lombok Barat, will be started in 1987;

e) Gradual extension to all schools in all districts of NTB province will be started in 1995; and

(f) Similar replication projects will also be implemented in North Sumatra Province, District of Binjai, covering 20 schools (4 clusters) starting in August 1985 and in Central Java Province, starting in the 1986-1987 academic year.

MALAYSIA

The main emphasis of JIP. The JIP in Malaysia encompasses the following four of the six critical areas identified in the project framework developed by APEID, UNESCO, as having an effect on the overall achievement level of primary school children:

a) The implementation of effective strategies including methods and materials of instruction and pupil evaluation in schools;

b) The provision of teachers with the competencies, attitudes and perceptions necessary to enhance pupils' achievement;

c) Ensuring that educational administration and supervision are conducive towards achieving the same aim; and

d) Mobilizing community support and parental involvement in the school.

Relation of JIP to national programme. Since the early 1970s the Ministry of Education has been concerned with the mastery of the basic skills for all primary pupils, a goal that was not fully realizable under the post-1970 primary curriculum (KLSR). As the aims of JIP and the new primary curriculum (KBSR) launched in 1982 are concerned with raising achievement, it was felt that Malaysia's participation in the regional project could enrich and strengthen its national programme. In addition to the similarity of goals, KBSR also contains several innovative features such as mixed ability teaching in groups, an integrated content and an integrated approach to learning, a learner-centred approach to teaching and a strong remedial and enrichment component to cater for both low achievers and high achievers. In view of this it was decided to integrate JIP inputs with the national programme, KBSR.

Data being gathered for JIP. Current activities revolve around the four critical areas mentioned earlier.

a) In terms of the classroom process, KBSR cum JIP is concerned with the provision of effective methods of instruction on the part of teachers, suitable materials, and an innovative system of pupil evaluation;

b) In terms of the upgrading of teachers' proficiency, regular in-service training programmes are held for every project year (1984-1986) at both federal and state levels;

c) In the area of educational supervision, the Curriculum Development Centre (CDC) is involved in assisting state initiatives in the setting up of Teachers' Activity Centres and the establishment of item banks; and

d) Efforts have been devoted to the community involvement component and two research studies into learning styles and teacher factors are under way.

The population involves 305 schools in 14 Malaysian States. Three categories of sample are selected for specific evaluation activities. These encompass 22 KBSR schools around Kuala Lumpur for close monitoring; 100 KBSR schools nationwide for periodic monitoring; and 104 KBSR with 104 control schools for summative evaluation of pupils' achievement. In addition, five schools are chosen for the community involvement project. The duration of the project 1984-1986 centres on the year 3, year 4 and year 5 KBSR programmes.

Outcomes to date. Current outcomes are encouraging, although the programme has not been without its problems. While it is evident that learning outcomes have improved under KBSR, several shortfalls have been identified. These are mainly in the areas of teacher competency and materials development. On the other hand, positive results have also accrued in these areas, mainly in the enhancement of teachers' sensitivity to differences in pupils' learning pace and rate of attainment. KBSR pupils in turn are more actively involved in the teaching/learning process. A strong infrasturcture for curriculum implementation has been forged at state level, having close links with implementors at the federal level. This has set a precedent for further co-operative and collaborative efforts. At the same time there are more co-operative efforts among the teachers themselves at school and district levels as they grapple with the new curriculum and learn to solve common problems. The form of classroom evaluation has completely changed with the introduction of the concept of continuous evaluation and the inclusion of the affective and psychomotor domains using both formal and informal methods.

Future plans. These may call for the treatment of JIP as a separate input augmenting the on-going primary curriculum. The areas identified for further development are:

a) Actively propagating the use of item banks in school;

b) Introducing the concept of school-based assessment;

c) Extending teacher resource and activity centres to incorporate more states by holding workshops and monitoring progress;

d) A follow-up study on the causes of under-achievement and identifying further remedies;

(e) Developing a readiness test to determine entry behaviour;

f) Developing evaluation techniques for the affective domain;

g) Sensitization and dissemination of results of JIP; and

h) Preparation of materials for parents.

NEPAL

Importance of JIP in the national context. The need for raising the quality of primary education can be better appreciated in the following two critical contexts:

a) Despite the national efforts to raise the quality of primary education, success in this area is found to be limited – a critical problem for the country when its limited resources are spent without achieving the objectives;

b) As primary education remains the only education for an overwhelming number of children of Nepal, underachievement in primary education influences the achievement level in other sectors as well.

In the Nepalese context the seriousness of the problem of underachievement has visibly surfaced through various symptoms. A high rate of drop-outs and repeaters and smaller percentage of students enrolling in secondary level classes have been documented by research studies and His Majesty's Government has already decided to implement the programmes to raise the quality of education in six selected districts and by providing better physical facilities to the schools. A Primary Education Project (PEP) is being implemented with the assistance of the World Bank and UNICEF. The major focus of the project has been a search for a more viable mechanism of in-service training of teachers, supervision of schools and the provision of better reading and instructional materials for primary children at low cost. The JIP is an action research project, the findings of which can be the guide for the further development and expansion of the Primary Education Project.

Assumptions and salient features of JIP in Nepal. Systematic and comprehensive research activities have not been undertaken in Nepal to identify the reasons of underachievement of primary students and the unsatisfactory quality of primary education. A general observation of the status leads to the following hypothesis:

The quality of primary education in Nepal can be raised if:

a) the personnel of all levels working in the central and district levels are made more aware of the problems, thereby helping them to understand the critical role that they could play in raising the quality of primary education;

b) adequate use is made of appropriate instructional materials; and

c) there is regular in-service training of teachers, with a built-in mechanism to supervise the teachers so trained to use the materials.

Critical factors considered important to raise the quality of primary education. The level of understanding of the problem among educational personnel including top level administrators of the government and classroom teachers needs to be raised. Social workers, politicians and community leaders must be made aware of the problem of the underachievement of primary school children. The necessary materials and tools of teaching and evaluation must be made available to classroom teachers. A functional supervision and training system which operates both at central and at school levels needs to be developed.

Main emphases of JIP. The main emphases of JIP in Nepal have been as follows:

a) Sensitization and orientation of policy-makers;

b) Training of educational personnel such as teachers, supervisors, resource persons and education officers;

c) Provision of instructional materials; and

d) Raising the level of community participation.

Joint Innovative Project in the context of the Primary Education Project. The Primary Education Project (PEP) has been implemented with the basic objective of raising the quality of primary education through three basic thrusts:

a) Training of teachers through the resource centres in the school cluster organization;

b) Provision of supplementary materials for students; and

c) Provision of better physical facilities for schools.

JIP has been undertaken as an action research activity which serves as a complementary programme to achieve the objective of the PEP. It has been dovetailed with the PEP and operational programmes have been developed accordingly to achieve the major goal of raising the quality of primary education.

Progress to date. The sensitization seminar for high level educational personnel has been completed. The methodology of action research has been developed. Forty-four schools have been chosen as the population of the project and for baseline study. Diagnostic tests have been made as the preliminary activity for the study. Tools for those studies have been developed and training of educational personnel in one of the four districts has been completed.

As effective parental involvement in the education of children has been considered an important variable, multi-media kits have been developed to provide adequate orientation for parents. It is hoped that such kits would help parents better prepare their children for school and ensure parental support for children's education.

The multi-media kits of materials for parents, and the in-service training of teachers through resource centres, are expected to raise the performance level of primary school students. A continuous study of the effects of such interventions initiated under JIP will help develop packages of input for improving the quality of primary education.

Future plans. The following activities will be undertaken in sequence to accomplish the objectives of the Project:

a) Preparation with district level officials for district level workshop (Preparatory and Teachers' Workshop);

b) Administration of diagnostic test;

c) Preparatory workshops at three project sites – Dhankuta, Jhapa, Tanahu;

d) Teachers' workshops at three project sites – Dhankuta, Jhapa, Tanahu;

e) Formative evaluation;

f) Data processing of diagnostic tests;

g) Design, development and implementation of specific instructional methods, materials and evaluation procedures;

h) Instructional strategies workshop;

i) Development of multi-media kit;

j) Feedback and use of results of JIP study;

k) Sensitization and utilization seminar;

l) Preparation of study report;

m) Final review of the study; and

n) Dissemination of the findings of the project.

PHILIPPINES

Primary education in the Philippines has remained a high priority for the delivery of mass and universal education to the people. While there are indications of improvement, the participation rate, retention and completion rates are still considered low. For every 100 pupils enrolled in grade I, only 75 reach grade IV and 66 finish grade VI. The 1982 Literacy Retention Study also indicates that out of a cohort of grade I enrollees, about one out of three pupils drop out of school before reaching grade VI with the greater proportion leaving as early as grade I. The more alarming problem is the loss of literacy skills after leaving school. Four out of five school drop-outs in the primary grades retrogress or lose an average of two grade levels, losing most in English (81 per cent of skills), and Mathematics (75 per cent). One out of five school drop-outs revert to illiteracy; where illiteracy is defined as academic ability below grade I level. Reversion to illiteracy is found whatever grade-level students were at when they dropped out of school.

Main emphasis of JIP. In addressing these problems, the Philippines launched a Project for Decentralized Education Development Programme (PRODED) with a World Bank Loan. The main thrust of the project is as follows:

a) Introduction of nationwide implementation of the New Elementary School Curriculum (NESC) focusing on the 'basic' skills, but also including social and personal skills (1983-1984 for grade I; 1984-1985 for grade II; 1985-1986 for grade III). A sub-component of the NESC is the yearly national administration of an achievement test on a sample population from grades I to III.

b) Institution of suitable training programmes for teachers and other school personnel for effective implementation of the NESC.

c) Development of instructional materials and revision of textbooks to conform to the NESC.

Relation of JIP to national programme. Complementary to national programmes, JIP will conduct a pilot study in school clusters from the following three regions (disadvantaged and average):

a) National Capital Region – Urban-poor;

b) Visayan Region – Rural-poor; and

c) Mindanao Region – Minority-poor.

The principal emphases of JIP are the:

a) Effective involvement of parents and the community in the primary education of children:

   i) partnership of parents and school in developing correct school-related values and attitudes notwithstanding the parents own lack of education,

   ii) information sharing mechanism between teachers and parents (what relevant information is given to parents by the school; what type of assistance is asked by the school from parents),

   iii) involvement of parents in the schools' decision-making processes;

   (This area of effective involvement of parents and the community in the primary education of children is closely connected to the critical factor of effective preparation of young children for primary education.)

b) Implementation of effective strategies including methods and materials for instruction and pupil evaluation in the schools. The in-service training package includes the provision of teachers with competencies, attitudes and perceptions necessary to enhance pupil achievement.

Future plans

a) Establishment (introductory) of item banking for pupil-evaluation (cognitive and non-cognitive) at project sites;

b) Production/augmentation of instructional materials to be used for reinforcement, remedial and enrichment lessons (included in the in-service training);

c) Establishment/reinforcement of effective mechanisms for monitoring and evaluating student progress (academic, social and personal skills);

d) Production of materials for parents and other concerned citizens in the community (for parental and community support and for effective preparation for school focusing on the disadvantaged community);

e) Action research (by individual or teams of teachers in the school clusters);

f) Continuous evaluation of the goals and objectives, evaluation of the instruments, evaluation of strategies and approaches, evaluation of the monitoring and implementation process including indicators of change;

g) Production of programme research findings for dissemination within the country including discussions and conferences involving all sectors – i.e., teachers, administrators, top education officials, parliamentarians, parents, and

h) Sharing and adaptation of programmes among participating countries in the region.

Expected outcomes. Short-term effects are expected to be:

a) higher student achievement from baseline data (academic, social and personal skills);

b) higher professional competencies and effectiveness (cognitive and non-cognitive) of participating teachers in the cluster schools; and

c) upgraded quality of parental and community support in cluster schools.

The long-term effects are expected to be:

a) greater participation rates;

b) lower dropout rates;

c) higher completion rates; and

d) higher literacy rates (elimination of illiteracy).

REPUBLIC OF KOREA

Main emphasis of JIP. The main emphasis of JIP in the Republic of Korea is classified into two research areas. The first is to survey the achievement level of grade III and grade VI students and to analyse the related variables such as children's general self-concept on learning, attitude towards learning, learning habits and teachers' behavioural characteristics.

The second is to develop the programmes purported to enable children to attain better achievement in school learning. Related to the second one, a teachers' guide has been developed on new instructional models including the Korean Educational Development Institute (KEDI) general procedure model, concept learning, creative thinking, group inquiry, role playing and inquiry learning models.

The trial of these new instructional models and research on their effects on raising achievement level were conducted for three months in 1985.

Other programmes currently being developed are for under-achievers, and for parents who cannot be dismissed as a factor in raising achievement level.

Relation of JIP to the national programme. Implementation of the national level programme to improve primary education was completed at the end of 1979. However, an extension was granted to last until 1982 for further identification of its effects. This constitutes the "Elementary-Middle (EM) School Development Project" which was KEDI's major school innovation project during the 1970s. Many schools have adopted the EM system believing in its positive effects on students' school achievement (cognitive and affective domains) and school management system.

One aspect of the national level programme is concerned with the development and trial of plans addressed to under-achievers. Such plans fall perfectly in line with the guidelines on the aims and operations of JIP.

The Ministry of Education (MOE) has been actively supporting the supplementary learning activities designed for under-achievers by providing extra payment to teachers and learning materials to under-achieving students.

Data being gathered for JIP. The data being gathered for JIP are classified into two areas according to the two research questions presented in the section of the 'Main Emphasis of JIP'.

The first concerns the results of a survey of students' performance in cognitive and affective domains and the behavioural characteristics of teachers of grades III and VI. These results were used for the baseline data in JIP.

The second concerns test results pertaining to the effects of new instructional models on raising the achievement level in subjects such as the Korean language, mathematics, and social studies in grades III and VI.

Outcomes to date. The survey results on student performance showed that sixth graders were lower than third graders on verbal and mathematics skills, and also on skills of using materials. Regional differences were also found, better performance being noted in large cities, compared to small cities, compared to rural areas. The relationship between the children's affective traits of learning and their basic academic achievement was generally with respect to positive, staff-concept, attitude towards learning, and learning habits. Teacher acceptance (one of teacher behavioural characteristics) accounted for 4.6 per cent of the students' basic academic achievement.

With regard to the second research question, it was found that the effectiveness of new instructional models was considerable in mathematics for both grades III and VI. On the other hand, there were limited effects of the new instructional models in language and social studies. The instructional model applied to language teaching was effective only for grade III. The model dealing with social studies was effective only for grade VI. Finally, as expected from other previous studies, attitudes toward subject matter did not change significantly.

Future plans. In relation to student achievement, it is proposed to analyse the sex differences in basic academic achievements and affective traits. Additionally it is planned to identify the variables related to the students' achievement from the perspectives of cognitive psychology (information processing approach).

With regard to instructional models, it is proposed to develop two programmes, for under-achievers, and for parent education. For the under-achievers, the programme for improving verbal abilities will be concentrated on 'vocabulary' and 'reading comprehension'. The programme for improving mathematical ability will cover areas such as number, operation, geometry, measurement and mathematical relation. Only those parts of the units prerequisite for the next primary level (grade IV) will be dealt with in these programmes.

For parent education, the focus will be on factors which may influence children's academic achievement and their affective traits. It is assumed that if parents understand the relationship between these factors and school learning and respond accordingly, children's achievement will be raised. The tentative contents of this programme are as follows:

a) Creative abilities and academic achievement;
b) Home environment and academic achievement;
c) Intelligence and academic achievement;
d) Helping children to study at home; and
e) Child-rearing and personality development.

SRI LANKA

Main emphasis of JIP. The Joint Innovative Project seeks to raise the achievement level of the children in the selected primary schools by:

a) training principals and teachers;

b) identifying strengths/weaknesses of the home environments of students so that school practices may be improved;

c) developing special curriculum materials for schools;

d) enhancing the adequacy of school supervision by field supervisory staff; and

e) promoting the establishment of pre-schools.

Relation of JIP to national programme. Training of school principals and teachers already takes place under the regular programmes of the Ministry. Under JIP, additional training programmes would be conducted. For example, the training of school principals under the regular programmes is concerned largely with management aspects. Under JIP training programmes, much empahsis will be placed on the primary curriculum, and on monitoring and evaluating student achievement, particularly in the areas of first language and mathematics.

Also, curriculum materials such as student texts, syllabuses, and teachers' aids are already supplied to all schools. Under JIP additional material may be supplied, for example, special workbooks for the children.

While all teachers are expected to be aware of the home environments of their students, there is at present no assistance given to schools to make appropriate surveys. JIP will provide project schools with a suitable instrument and some training to undertake such surveys.

The field supervisory staff is expected to visit schools and provide adequate guidance. The main contribution to this under JIP is the sensitising of the field staff as to what they should observe. Instruments have been devised to assist in this. For example in the observation schedule to assess the work of the school one section deals with the support given by the school principal to the teachers to acquire materials for student activities.

The organizing of pre-schools is not a function of the Ministry of Education. However, the government as a whole encourages the establishment of pre-schools. A special secretariat for children has been established under the Ministry of Plan Implementations. Under JIP, the assistance of non-governmental organizations will be sought to establish pre-schools.

Data being gathered for JIP. Data regarding the following will be gathered:

a) Physical infrastructure of the schools;

b) Factors of home-environment of students relevant to school learning; and

c) Pupil achievement in language and mathematics.

In addition to these, data normally gathered as part of the regular school census will be made use of.

Outcomes to date. Under the area of activity: 'Effective preparation of young children for primary education', several questionnaires were developed to survey the home environments of the students. These questionnaires were pre-tested in each of the districts with the assistance of the principals of a few selected schools. The questionnaires were finalized during a workshop held for all principals of the selected schools in 1985. It is planned that the surveys will be completed in early 1986.

The workshop for school principals covered a broader field than was envisaged. Apart from considerations of the home environment, time was made available for the following:

a) Study of the primary curriculum as a whole;

b) Curriculum for first language and mathematics with emphasis on the skills expected at each grade-level;

c) Evaluation of language and mathematics at primary level with emphasis on the techniques and instruments usable by teachers;

d) Observation of primary schools recognized in the country as centres of excellence; and

e) Study visit to a school with excellent relations with the community.

During the same workshop for school principals, under the area of activity: 'The implementation of strategies, methods and materials', participants were provided with detailed check-lists of skills expected in mathematics and the first language at each grade-level. The suggestion was made, that they should classify each child using the appropriate check list. The intention was that teachers should obtain some idea of the achievement level of each child, and their particular strengths and weaknesses, so that appropriate pedagogical actions could be taken. Several project schools have already done this.

Two members of the Primary Curriculum Committee of the CDC, who also participated in the workshop for school principals, prepared drafts of evaluation instruments for Year One and Year Five in first language and mathematics. These were discussed by the project staff and pre-tested in a few schools during a two-day workshop held in 1986. The instruments were revised and printed for administration during 1986. In each district, selected staff drawn from the in-service advisers will be given training in the administration of these tests. They will be assisted by trained staff from the CDC.

The project staff includes two officers from each participating district. Instruments were designed, discussed, pre-tested and after modification were used by the project staff to gather data about the project schools. For each school data about the physical infrastructure were gathered class by class as well as for the school as a whole. One set of forms was used for Years One and Two and another set for Years Three and Five. Apart from such information as numbers of desks, chairs and blackboards, information was also sought regarding the availability of display areas, materials for pupil activity, charts and pictures. A form was also designed to evaluate school principals. The project staff have completed their initial surveys of the schools with respect to these aspects.

In the Chilaw district, the principals of the project schools have held regular meetings and have been able to generate considerable parental support for improving the schools.

Future plans. The presentations and discussions of the individual country reports during the Review Meeting and the field visits have provided further insights as to what may be done to improve the work already planned. The Work Plan already submitted will be amended to include the following:

a) Study of achievement in first language and mathematics in comparable non-project schools; and

b) Preparation of printed materials for parents.

THAILAND

Main emphases of JIP. In Thailand the JIP is being carried out by the Curriculum Development Centre (CDC), part of the Department of Curriculum and Instruction Development (DCID). The main emphases of the project are concerned with the following:

a) Readiness of pre-school children;

b) Teaching methods, teaching/learning materials, and effective evaluation of learning;

c) Teacher preparation and educational supervision including educational administration; and

d) The roles of parents, guardians, and the community.

Relation of JIP to the national programme. It has been clear since the beginning of JIP implementation that JIP can be fully linked with the regular national programmes sponsored by the Office of the National Primary Education Commission (ONPEC). JIP is therefore being implemented through the school cluster system in two school clusters in each of three provinces. This will help strengthen the existing school cluster programme of primary education. It is also linked with other programmes such as the Pre-school Pilot Project, the Leader-school Project, and the Reduced Instructional Time Project. JIP also has a close relation with an important project in the Department of Teachers Education which emphasizes non-traditional roles of teachers. These non-traditional roles of primary school teachers include unaggressive behaviour, ability to motivate and reinforce children's desirable behaviour, ability to perform guidance and counselling, ability to apply group process techniques, and ability to evaluate instructional outcomes.

According to the Primary Education Act, all public primary schools are organized into clusters. Each cluster contains not more than ten schools. All clusters have their own development projects guided by the Provincial and the National Offices of the Primary Education Commission. The main objectives of the school cluster programme are those concerning co-operation among schools for academic improvements. JIP implementation is therefore smoothly dovetailed with the school cluster programmes.

Outcomes to date. Six primary school clusters, two from each province (Pathumthani Province of Educational Region I, Surin Province of Educational Region XI, and Yala Province of Educational Region II) are the experimental sites. Each cluster consists of about five to six schools. Thus altogether there are 44 primary schools involved, each of which has three experimental classes, one at pre-school level, and one each at grade I and II levels. It should be noted that JIP has been conducting seminars and workshops that reflect a joint research project among the three departments at the ministerial level, namely, the DCID, the Department of Teachers Education, and ONPEC. It is also a joint research project of the CDC of DCID, Supervisory Units of the Offices of the Provincial Primary Educational Commission, the school clusters, and Teachers' Colleges of the three provinces.

After a National Seminar on Raising the Achievement Level of Children in Primary Education held in Bangkok in 1985, administrative and educational personnel in each participating province formed provincial committees to carry out the activities.

Concerning children's readiness for schooling, a set of Readiness Tests was developed in line with observations on children's behaviour and distributed to all schools participating in the JIP programme. The results of these tests and observations were analysed for the purpose of remediation. A set of survey questionnaires was developed by the Project Central Committee to gather general information about participating schools to serve as the baseline data of the project. Achievement tests in relation to behavioural objectives specified in lesson plans were also developed.

Progress report of Surin Province. Many activities already carried out concern the setting up of meetings of administrators and teachers in both clusters, conducting readiness tests, conducting monthly supervision and follow-up activities; summarizing and analysing problems encountered; and conducting workshops for producing readiness preparation materials, and teaching/learning materials for experimental groups using the DCID model as a guide.

As a result of the above activities, most teachers carried out their work more systematically and knew how to solve various problems concerning students' learning. Supplementary readers, teaching and learning aids were also prepared by teachers. First and second grades experience learning activities which are now much more enjoyable. Peer teaching has been introduced. School attendance by pupils has been increased. School administrators including teachers who are appointed to be responsible for academic activities play more vital roles in in-school supervision.

It should be noted that all first graders of Surin were tested on readiness. It was found that about 30 per cent of the total number (approx. 32,000) of the first graders were not ready in some areas of development relevant for schooling. The JIP programme in Surin Province has been profitable to these groups of pupils. The Surin Provincial Primary Education Authorities therefore decided to expand this programme to all 108 school clusters throughout the province.

Progress report of Pathumthani Province. Activities already carried out by Pathumthani Province include an orientation meeting organized for school

administrators, district primary education officers, provincial and district supervisors, and teachers of pre-school, grade I and II classes. Workshops on the production of teaching and learning materials were organized with close co-operation of resource persons from DCID. Readiness tests were administered to first graders in the programme. Survey questionnaires were also used to collect baseline data for the project.

Outcomes to date indicate that teachers are more dedicated to their work, more determined to help students with learning problems, and more active in the teaching/learning process. Student absence rates have decreased, and students are more eager to learn.

Progress report of Yala Province. The Office of the Provincial Primary Education, Yala Province, has carried out many activities including the organization of meetings of personnel involved, to review the project and discuss the roles of the schools and the school clusters; of teachers, to summarize the problems and obstacles encountered and to seek remedial measures to raise achievement level; and to collect the data concerning background information of the school and data on children's readiness.

The outcome of the JIP programme to date indicates that school improvements through the school cluster system have been achieved. Teachers are co-operatively involved in the development of teaching and learning materials. Supervision from district and provincial educational supervisors and school administrators has been done in a more co-operative way. Children are also found to be more active in learning activities.

Future plans. Instructional methods and procedures for curriculum research and development employed in JIP will be used as models for a nationwide implementation. The significance of the JIP programme will be reflected in the following future plans:

a) Summative evaluations by achievement testing will be implemented at the end of grade I and grade II. Both descriptive and causal analysis will be used in relation to the factors mentioned earlier.

b) Monitoring and follow-up activities by district and provincial supervisors of school clusters in an action-research procedure will be encouraged by DCID, DTE and ONPEC.

c) School-based in-service training including internal supervision within the school and school cluster will be strengthened through a joint supervision project among district supervisors, provincial supervisors and professors from the Teachers' Colleges.

d) A joint research project including remedial programmes will be encouraged through the collaboration of Teachers' Colleges, Provincial and District Supervisory Units and School Clusters.

e) A curriculum development plan at the local level including the school cluster will be encouraged through the collaboration of DCID, DTE and ONPEC for specific purposes.

f) A national workshop will be held to review and disseminate the outcomes of the project.

Field visit report. Members of the Review Meeting made a field visit to primary schools in Yala Province, in the south of Thailand near the border with Malaysia, on 13-14 February 1986.

Members divided into three groups, which visited the following schools:

Group I – Kuwa School (Sattakiri cluster) and Kotabaru School (Kotabaru cluster);

Group II – Chalong School (Sattakiri cluster) and Na-Tuey School (Kotabaru cluster);

Group III – Kuyae School (Sattakiri cluster) and Kalupang School Kalupang School (Kotabaru cluster).

The schools in the Sattakiri cluster were relatively remote and difficult to reach, while those in the Kotabaru cluster were more accessible.

During these school visits, members of the Review Meeting had the opportunity to talk to students, teachers, principals, supervisors, and parents. Teachers teaching in classrooms could also be observed, and materials prepared under JIP were available for perusal.

The work being conducted in these schools under Thailand's JIP effort were considered with reference to the following five factors:

1. The functioning of the school cluster;
2. The design and production of instructional materials;
3. The involvement of the community;
4. The in-service training of educational personnel; and
5. The assessment of children's achievement.

Before considering these factors in turn, it can be noted that in general, the members of the Review Meeting were struck by the evident enthusiasm with which administrators, school staff, students, and parents were tackling the JIP effort in Yala Province.

1. **The functioning of the school cluster.** It was found that the school cluster system is well organized in Yala Province. School clusters are being used to identify major needs of the schools. Cluster level committees co-ordinate activities set up under JIP. Cluster meetings held periodically assist the members of the clusters to plan their work, review progress and evaluate effectiveness. School principals and teachers expressed the view that the cluster system has brought the schools closer together; enabled the teachers to co-operate for mutual professional enrichment; and effected improvements in classroom conditions, the activity learning of the students, and awareness in the parents of the worth of education.

2. **The design and production of instructional materials.** The design and production of appropriate instructional materials is an important step in improving the

achievement level of children in primary education. The primary school teachers visited in Yala have produced through organized workshops, suitable instructional materials in the form of supplementary readers, remediation materials, and a variety of handouts. In all the schools visited, these materials were not only displayed for the benefit of the visitors, but some of them were also seen in use in some of the classrooms. Such materials go a long way towards helping learning. For the benefit of parents, some simple handouts had been prepared, exposing to them some of the schools' concerns. In such materials, besides an element of simplicity, the pictorial element was also noticeable. Such materials are being designed to encourage parents to support school-based activities, and, if possible, to extend parent-school co-operation by encouraging appropriate activities in the homes of the children.

3. **The involvement of the community.** The population of Yala Province is predominantly (about 80 per cent) Malay speaking Muslim people. Also, the parents of children in this area have not had the benefit of much education. The language of instruction in the schools is central Thai dialect. It is therefore not easy to bring about involvement of the parents in school affairs in such a social context. However, the educational authorities and the teachers appear to be keen in their efforts to link the parents with the schools, for good parent-school relations provides several advantages. Parents could help encourage their children to attend school regularly, and help minimize the drop-out rate. Also, parents could take active supportive roles and help the school in its educational tasks. In some schools, teachers reported that local parents skilled in certain crafts had functioned as a resource to the schools, giving talks or holding demonstrations in skill-learning areas. During the visits to schools, parents on school committees were present, and informed members that parents also contribute in terms of providing money for school imporvement purposes. There seemed little doubt that JIP in Yala has augmented the tempo of school-community partnership.

4. **In-service training of educational personnel.** Through orientation by the provincial and district level offices, teachers have been prepared to cope with the new expectations under the JIP effort in Yala. Teachers seem better able to appreciate the necessity of raising the achievement level of their children. Observation of classroom teaching by the members indicated that teachers were giving greater emphasis to the importance of student-based learning, and generating more activity learning in their students. This is of importance, for good teachers are a crucial factor in augmenting the achievement levels of their children. Teachers in the schools visited showed concern for their children's progress, and some engaged in remedial learning activities where these were necessary. It was also noted that the local Teachers' College in Yala could pay a pivotal role in this area of improving teacher practice and teaching competence. During a visit to the Teachers' College, college staff offered the opinion that there is further scope for more serious commitment by the College to the efforts of JIP.

5. **The assessment of children's achievement.** Members found it difficult to follow the work of assessment of student achievement accomplished by the teachers in different schools due to language difficulties. However, it was noticeable that teacher-made tests had been used for evaluating students' progress. No standardized

tests, nor use of item banks, was noticeable. Teachers reported that many children normally performed well in school tests, but their performances fluctuated when the children were pre-occupied in assisting parents in seasonal agricultural activities at home. Schools might consider further how their scheduling would best suit the local conditions of the people.

Conclusions. The field visit to schools in Yala was found to be very useful in providing an understanding of this aspect of the Thai JIP effort. Many members were also encouraged by what they saw in Yala, and considered that they would work for a higher level of performance on their own JIP efforts when they returned to their home countries. In Yala, the co-ordination of JIP, both at central and provincial levels, the enthusiastic work of the teachers, the active involvement of the pupils, and the growing awareness found among parents, all made a positive and worthwhile impact on the minds of many members. The opportunity for further field visits in the future would be beneficial.

Chapter Three

REVIEW OF PROGRESS TO FEBRUARY 1986

Adequacy of the framework of the project

The framework for the project suggested in the project outline sent to all the participant countries at the outset allowed all of the participant countries to assimilate JIP projects within their existing organizational arrangements and implementation plans. Thus JIP efforts were not so much the starting of totally new projects requiring the diversion of scarce human and other resources; rather, JIP efforts were typically complementary to on-going projects, designed to increase the efficiency and effectiveness of existing education systems and plans.

Inter-country and intra-country co-operation. Reports from the participant countries have shown very clearly that JIP was not only a joint project between countries, but also that, within participant countries, many agencies were co-operating, besides those directly concerned with primary education. In each country a Project Team has been set up. Members of the Project Team are drawn from various departments, divisions, and institutes within the Ministries of Education, as well as other government agencies and institutes. By the very nature of the objectives of the project, the emphasis falls on disadvantaged primary schools, mostly those in rural areas. Hence in Project Teams, provision has been made for the representation of officials concerned with these rural schools. Expertise from outside the immediate Ministry departments concerned with primary education has generally been sought, for such work as the development of data-gathering instruments, student evaluation and project evaluation. In some of the countries there are specialized units within the Ministries themselves which cater to these needs, and their co-operation has been obtained. In some cases, while the project is administered by a team within a particular unit of the Ministry, high-level committees have been set up to steer and monitor the work of the project teams. It was the view of all the participants that JIP has generated much co-operative effort within as well as between countries.

Inputs for raising achievement level

Since projects have yet to be completed, this analysis is interim. The nine participant countries have joined the JIP at different times, as indicated in Chapter One. Moreover, JIP efforts in each country have their own distinctive character. For example, what has been done earlier in one country may be done later by another. While this flexibility in the project design is very desirable, it makes the reporting of progress at an interim stage somewhat difficult. Apart from China which has just submitted JIP proposals, all the other countries have spent varying periods of time on the project.

The project outline referred to the following four input areas. Work done by each of the eight countries is briefly referred to under each input area. Further details of work done can be found in the country reports presented in Chapter Two.

Effective preparation of young children. Thailand has launched a direct intervention activity in this area. This was an on-going activity under the Office of the National Primary Education Commission (ONPEC) which was brought within JIP to improve current practices.

The field visit to Yala Province in southern Thailand enabled participants to see the actual classrooms, observe the teachers at work, and talk with the parents. Under this activity parents are encouraged to send their children to school one year earlier than usual. The regular school, in fact, conducts a pre-school for these children, to help the Malay speaking children begin to learn central Thai dialect, the language of school instruction. This language difficulty underlies low school achievement to a considerable extent. While the parents and elders in the project areas speak Malay, they are typically not able to read and write in it. There is no literate environment in Malay for their communities. Hence the pre-school activity was launched by ONPEC to increase the readiness of the children to receive instruction in Thai. The particular contribution of the JIP is to improve the materials being used at present, as well as to prepare new ones. Such materials have been prepared and are in use. 1986 is the first year in which the children who attended pre-school have entered grade I. Formal evaluation is scheduled in 1987.

Nepal is preparing a multi-media kit "for the use of parents in preparing children for schooling and to orient parents to the need and importance of establishing relationships with teachers and community people".

The Philippines is preparing programme packages which will include a package for the effective preparation of children for school, taking into account the involvement of parents. This will include the development of appropriate school-related values and attitudes, learning about what children are expected to learn in school, and the development of positive parental attitudes to the continued optimal learning of their children.

Methods and materials of instruction. A good deal of work has been done by the countries in this area. In the Republic of Korea, the basic academic achievement of selected students with respect to verbal ability, mathematical ability, and skill in using materials, was ascertained. Its relationship to the affective traits of students, and to certain teacher characteristics (creativity, dynamics, organization and control, and acceptability) were studied. The Republic of Korea's work also examined the effectiveness of certain instructional models. "Basic academic achievement" was defined as a "a combination of essential cognitive abilities which are acquired through school learning activities to provide bases for further school learning". The skills in using materials refers to materials used for classroom learning, for example, pointing to the exact place on a map or consulting a dictionary for certain words.

The sample of elementary school children consisted of 1,772 children from 36 classes in grades III and VI from schools in large cities, small cities, and rural cities. Six schools were selected at random from each stratum for each grade.

The achievement scores for children in the larger cities were, ***in general,*** significantly higher than for the smaller cities and rural cities. The sample correlation coefficients of affective traits and basic achievement were all positive. In a multiple regression analysis, approximately 18 per cent of the variance in basic academic achievement was accounted for by the factor of 'self-concept of learning'.

With respect to the relationship between teachers' behavioural characteristics and basic academic achievement, it was found that teachers' creativity was not related to students' basic academic achievement, while teachers' acceptability, dynamics and organization were significantly associated. Multiple regression analysis has shown that teacher acceptability is the dominant source of students' variation in basic academic achievement.

With respect to the effectiveness of new instructional models in language skills, the trial lasted three months which is one school semester in the Republic of Korea. The analysis of pre-test/post-test results showed that while the new models were effective at grade III level in raising achievement, there was no significant change at grade VI level. With respect to mathematical skills there were significant changes at both grades III and VI. With respect to social studies, the instructional models were effective at grade VI. In all cases, there has been no significant change in the attitude towards these school subjects as a result of the use of the new instructional models.

The Malaysian Project is built around efforts already under way since 1970. A revised curriculum was introduced in 1982 in 305 schools. When JIP got fully under way in 1985, the curriculum trial was in its fourth year, and was being tried out in Year Four classes. The same schools constitute the project schools from 1985. Under the project new inputs to the primary school were planned, and two research projects were initiated – one on identifying good and bad learning styles on the part of students and how this relates to achievement, and the other on the use of questioning and error-correction techniques by teachers.

With respect to the production of teaching/learning materials, apart from the materials made available to the schools under the on-going curriculum trial, existing curriculum committees in project schools hold regular meetings to discuss immediate problems and to prepare teaching/learning materials. Some of the schools have set up item banks.

With respect to project evaluation, the project has developed and administered achievement tests to pupils in the project schools. The performance of students in the project schools and corresponding non-project schools shows that the experimental school students have achieved more.

In Thailand a set of survey questionnaires was used to gather baseline data regarding project schools. The survey covered the socio-economic status of the parents, the physical condition of the school, information about the principal, the relationship between school and community, the operation of the school cluster, and information about students including achievement levels within the past five years.

Workshops at school level were held to prepare readiness tests for grade I students, material for remedial work, regular teaching/learning materials based on guidelines given by the Department of Curriculum and Instruction Development, and materials for parents. These materials are made available to the project schools over and above the regular material normally supplied to all schools.

The materials produced at school level were duplicated and distributed by the leader schools to the associated schools in the clusters. During the field visit, members of the Review Meeting had the opportunity of seeing this material in the classrooms of the schools visited. The materials were well illustrated.

In Indonesia, the teachers in the project schools are being organized into groups to produce schemes of work, worksheets and other materials. The project schools are organized into clusters, and within a cluster teachers may be organized in different ways, either by subject area or by grade level. The groups of teachers will also design and prepare teaching aids. Apart from preparing such materials and equipment, they are also expected to discuss methods of teaching and organized demonstration lessons.

In Nepal the project has utilized the teaching directives already prepared under an associated project to improve teachers' traditional patterns of teaching in the classroom.

In the Philippines, a New Elementary School Curriculum focusing on the 'basics' as well as on character and value development is being implemented nationwide. As part of the JIP effort, programme packages are being developed in three regions of the country, focused on disadvantaged populations.

Preparation of teachers and supervisors. The training of teachers and their continued support are major emphases of the Indonesian Project. As a preliminary to organizing workshops for teachers, study visits for key personnel were organized. Apart from primary teachers, administrators and supervisors also participated in a major workshop which was skills-oriented. The participants, numbering about 100, had to prepare lesson plans and also try them out. These workshops are to be followed up by regular in-service sessions at school-cluster level. A leader school has been identified to serve as a resource centre. The preparation of materials and aids is also expected at these centres.

In the Malaysian Project, training programmes were held at both Federal and State levels. The Federal level programmes organized by the Curriculum Development Centre were for key personnel of the various divisions of the Ministry involved in the project. Two such programmes were held. Orientation programmes for Year Four and Year Five curricula were also organized at the Federal level for the core staff of the participating schools. Four courses were held for Year Four with 550 people participating, and 315 people participated in two courses held for Year Five. Each course was of one week's duration.

Parallel courses were held at State level for the leaders of the project schools, but the course duration was generally shorter, being from two to four days. These courses were organized by the units of the State Education Departments responsible for implementing the revised curriculum. About 18,000 teachers were trained for Year Four. The number trained for Year Five has not yet been recorded since all returns from the field have not been received.

In Thailand, the major work in this area concerned the organization of a national seminar on Raising the Achievement Level of Children in Primary Education in Thailand. This national seminar was attended by 95 policy-makers, and administrative and educational personnel involved in the project. The organization of training programmes at the project sites was a follow-up activity of the national seminar. Provincial committees were formed to carry out this work. In each province committees have been formed at cluster level to implement the project. The cluster committees have been active, and regular meetings involving teachers have been held. Meetings have also been held with administrators to monitor progress.

Nepal has also conducted a national level seminar for policy-makers and top-level officials related to primary education. Sixteen people participated and a report of the seminar has been published and distributed. The national level seminar was to be followed by district level workshops in each of four participating districts, and one such has already been held. The other three are planned to be completed by March 1986. Teachers' workshops were also planned at the project sites, and one such workshop has been attended by 33 teachers, primary supervisors, and resource persons.

In Sri Lanka, a seven-day workshop has been held for the principals of all the participating schools. This was preceded by several two-day sessions with the central and field project staff, during which the workshop was planned and material prepared. Field project staff also participated in the workshop.

Involvement of parents and the community. India has several programmes involving parents and the community. One is called the "Foster-Parent" programme under which relatively well-to-do people in the community adopt a girl who would otherwise not be able to attend school on account of having to help the family for economic reasons. This programme is not confined to the primary level. At present, around 150,000 girls are attending school on account of this programme. The school teacher acts as the intermediary to channel the contribution of the foster parents to the real parents. Another programme involving the community is called the "Rapport Based Programme of School Improvement" which again covers both primary and secondary levels.

Under JIP, Malaysia has surveyed seven schools around Kuala Lumpur to gather information concerning the contribution and participation of parents and the community in the school. The findings showed that the main contribution of parents and the community was in the form of financial contributions for the purpose of expansion of school buildings and the purchase of books and equipment. Occasionally, parents helped in teaching and learning by giving extra classes, but this was not common. Other contributions include various kinds of services, e.g. in the areas of health, nutrition and sports.

As mentioned earlier, included in the preliminary surveys carried out by Thailand is a survey on relationships between school and community.

Sri Lanka has pre-tested a questionnaire to obtain information about the home environments of primary school students, and included in this questionnaire are items relating to parent/community participation in school activities.

Preparation of instruments to measure changes in achievement. Since the major aim of the project is to raise the level of achievement, all of the participant countries have devoted considerable attention to the preparation of suitable instruments to assess this. As described earlier, Malaysia and the Republic of Korea have already developed and administered such tests. Philippines has already administered an achievement test on a national sample at grades I and II, and the grade III test is planned for this year. Apart from preparing such instruments, Thailand has also examined factors contributing to the achievement of students in Thailand. This study has shown that the students' past knowledged explained nearly 80 per cent of the variance in achievement levels. The study claims that: "This result underscores the general problems of rural schools (where teachers, educational materials and facilities are inadequate), in that student achievement depends very much on students' own ability or past knowledge". Sri Lanka has completed the development of instruments for collecting base-line data on achievements in mathematics and first language, for the five years of the primary cycle.

Issues considered at the Review Meeting

A wide range of issues was considered at the Review Meeting. The following topics were prominent in discussion:

The educational importance of primary education. While it was recognized that education for all is imperative for social justice and personal development, participant coutries underlined the educational significance of good primary education, for without it, children cannot be expected to succeed in secondary or further education.

The nature of JIP. Participant countries welcomed the nature of JIP. While it required countries to focus on a common set of factors considered important in raising achievement level, it did so in an acceptably flexible, rather than prescriptive way. Since different countries are at different points in their educational and economic development, the notion that all participant countries would pursue the same solution to raising achievement, in the same way, is clearly inappropriate and unrealistic. In stead, if JIP is to be relevant to countries diverse in their educational and social circumstances, diversity of methods, emphases, and solutions is to be expected. Participant countries therefore saw the flexibility of JIP and its capacity for diversity to be major strengths.

Another major strength of JIP noted by participant countries was its complementary nature. That is, it was not intended to duplicate, compete with, nor merge with existing national efforts on improving primary education and the achievement level of primary students. Rather, it is intended to complement what is being done already. This can happen in a number of ways: pilot studies can be conducted on a factor or factors considered particularly relevant by a participant country; existing national programmes can be complemented by consideration of the factors that feature in the JIP; or countries can combine pilot studies and national programme augmentation in their JIP effort.

Following from this, it was noted that the nature of research efforts in the participant countries had been varied. Some countries had pursued controlled,

quantitative research on a relatively small scale, while others had pursued action research on a relatively larger scale. Participant countries agreed that one type of research was not to be considered superior to the other, and that there was room for both approaches in JIP. Which type of research was pursued would depend on individual countries' circumstances.

Nevertheless, while JIP allowed flexibility of approach and a variety of methods to be used, two particular concerns were expressed. These were related to assessing the impact of JIP programmes; and to consideration of how a programme developed in one country could be utilized in other countries. These concerns are taken up in the next two sections.

Assessment of the impact of JIP programmes. Participant countries recognized the importance of assessing the impact of JIP efforts in appropriate ways, regardless of the nature of research conducted within countries. Thus intuitive analysis – 'Everyone felt that the JIP effort was a good thing, and that there should be more of it' – was recognized as being wholly inadequate. Rather, assessment should be empirical, and systematic evidence sought and where possible adduced so that the impact of JIP efforts could be appropriately evaluated.

In some cases, assessment could be quite straightforward. For example, quantitative analysis, consisting of descriptive or inferential statistics, could be conducted on factors such as changes in school attendance rates; changes in class repetition rates; changes in scores on achievement tests. Other factors are less easy to assess in such straightforward ways. For example, suppose one wanted to assess changes in teacher morale; changes in classroom practices; changes in the amount of teacher preparation of lessons; changes in instructional materials; changes in pupil enjoyment; changes in parental involvement. While not straightforward in a quantitative sense, assessing such changes is not insuperable. Such factors can be systematically considered, for example, through the use of structured interviews, questionnaires, attitude scales, observation schedules, self-report forms, to obtain observations of teachers, principals, supervisors, parents, and students. Participant countries recognized that greater attention needs to be devoted to the systematic evaluation of non-quantitative assessments before projects are finalized.

Another main point made about assessment of JIP programmes was that since the individual circumstances of participant countries vary, what constitutes an increase in achievement level in one country could differ from what constitutes an increase in another. For example, a country with a relatively well-developed educational system might be principally concerned with children who were underachieving in that relatively well-developed system. By contrast, a country with a relatively undeveloped educational system might see increases in achievement level as being principally concerned with greater participation in primary education, higher school attendance rates, lower class repetition rates, and lower drop-out rates, besides increases in performance test scores of children already in school. Thus the Review Meeting recognized that different countries are at different thresholds, and that the meaning of "increasing achievement levels" will vary across countries. Nevertheless, there is scope in all countries to increase achievement levels, even though they may well be starting from different thresholds.

Applicability of programmes in different countries. A pertinent observation made by participant countries was that given the diversity of countries' circumstances, it was implausible to suppose that a programme developed in one country could be readily applied in another. While the obvious conclusion was drawn – that any programme developed in one country would have to be carefully adapted to meet the needs and circumstances of another country considering its introduction – participant countries also felt that further examination of this problem should take place, so that programmes were not constantly being effectively re-developed in country after country. The possibility of developing a set of heuristics on inter-country applicability of programmes should be explored.

Resource development and management. This is a large topic, and only a few facets could be considered. First, it was recognized that both physical and human resources must be considered, and that various levels of management – school, local cluster, regional, national – are involved.

Physical resources, whether they be in the form of school buildings and furnishings, or in the form of educational equipment and materials (e.g., books, paper, pencils), are relevant to all participant countries. In some, where the educational system and national economy are relatively not yet well developed, both types of resources are of importance, compared to relatively more developed countries where the emphasis falls on improving educational equipment and materials.

Human resources are several and varied, and include consideration of the students, teachers, principals, supervisory/advisory staff, educational administrators at local and national levels, parents and other community members.

While it was agreed that existing resources should be utilized to the fullest extent possible, it was recognized that in countries where school buildings, maintenance, and equipment were poor, there was little alternative to increased national funding. This was also the case for basic texts. However it was also recognized that the development of many instructional materials could be effected, at relatively low cost, at the individual teacher, school, and cluster levels. Further, while one good reason for doing this is in recognition of the need to develop instructional materials inexpensively, there are other equally good if not better reasons for proceeding in this way. First, in devising instructional materials, teachers/schools/clusters become more involved in the educational process, particularly if the importance of their contribution is given due recognition. Second, many instructional materials thereby developed are devised by those with the necessary knowledge and expertise, for it is the teacher/school/cluster which knows the students, and the local circumstances which prevail. Instructional materials can therefore be made locally relevant, and better able to engage the interest of students. Third, instructional materials are more likely to be used by teachers if they have played a significant role in their production. This can be preferable to materials being 'handed down' to teachers after being developed, say, centrally.

Of course this is not to say that the development of all instructional materials should be left entirely to teachers/schools/clusters. They require good back-up, in the form of national expenditure, the advice and support of advisory and supervisory staff, and the services of resource persons.

The development and management of human resources can be considered in the next several sections.

Students. The assessment of students in the cognitive domain was found to be common and relatively straightforward – e.g., achievement in the 3Rs. Assessing achievement in other important aspects of children's development was recognized to be more difficult and less common – e.g., achievement in the affective domain. The Review Meeting considered that further attention needs to be paid to this problem, particularly as several participant countries noted that the effectiveness of moral education in their primary schools needed to be gauged in some way.

On evaluation of students in the classroom, many participant countries had seen introduced more effective methods of record keeping designed to monitor the progress of individual students, and to indicate the need for remedial action.

A further aspects of students' classroom behaviour given attention was the importance of activity learning. Participant countries welcomed reports that JIP programmes had resulted in students becoming more active in the classroom, working more actively and directly with each other and with materials, rather than passively listening to teacher instruction and demonstration. The importance of motivating students well was acknowledged: they need to be taught how to become self-motivated, self-directed, and self-regulatory.

With regard to preparation of children for school, it was noted that provision varied in participant countries. Some countries had considerable pre-school provision, while others had next to none, especially in rural areas. It was considered important that some attempt be made to increase pre-school provision where necessary, in order to equalize children's ability to benefit from educational opportunity. Otherwise, the disadvantages encountered by disadvantaged groups at primary level – e.g. remoteness, poverty – would merely be compounded if they suffered the further disadvantage of not being adequately prepared for school.

In preparing children (and where necessary, parents) for formal schooling, appropriate use of a range of media was noted – television and radio programmes for parents and children; newspaper and magazine articles for literate parents; tape-slide sequences for parents at school-based meetings.

It was also noted that in preparing children for school, foreseeable social changes should be taken into account. For example, pre-schools which educated boys and girls separately would pay little heed to the changing role of females in society. Integration of the sexes, and affording girls equal status and educational opportunity, would more accurately reflect current and anticipated social trends.

Teachers. Considerable concern was expressed on the need for effectively trained teachers. In countries where the proportion of trained teaching staff was low, it was recognized that urgent efforts were required to improve the situation. Participant countries generally recognized the importance of improving the pre-service training of primary school teachers: good pre-service training would avoid the later use of frequent and costly in-service training. Nevertheless, the need for some in-service training, no matter how good pre-service training had been, was also recognized – like all other professions, teachers need to keep up-to-date and learn how to master new techniques.

In-service training of teachers was an important feature of all participant countries' programmes. However, it was noted that to date, little attention seems to have been paid to the most effective way to conduct in-service training. For example, is it better presented as "massed learning" (the in-service course lasting several days or a week), or as "spaced learning" (a brief session once a week for several weeks with between session activities and exercises)? Who best conducts in-service courses – the teachers' superiors (principal, supervisor), or the teachers' peers (key personnel, or previously trained teachers)? Given the perceived importance and ubiquity of in-service teachers training, it was considered that such issues merit further examination.

Two further points were noted about in-service teacher training. First, within countries, they sometimes seemed arranged in an ***ad hoc*** fashion, one in-service course bearing little relation to another. It was acknowledged that a series of in-service courses, unless arranged in a co-ordinated way, could hinder rather than help teachers. Second, appropriate provision needs to be made so that teachers have adequate time to attend in-service courses.

The motivation of teachers was also considered, and the distinction between intrinsic and extrinsic motivation noted. While the importance of both was acknowledged, extrinsic motivation – e.g. in the form of special payments, merit awards, or whatever – to encourage teachers to teach disadvantaged groups or to teach in remote areas, was considered to be outside the scope of JIP. These were matters of national policy and practice. Intrinsic motivation, concerned with teachers' internally generated motivation was considered more relevant to JIP. Particularly, intrinsic motivation in teachers was seen as being closely related to good in-service training, which should encourage teachers to be self-motivated, self-directed, and self-regulated.

Principals and supervisors. While individual teachers manage their classrooms, the wider local management of the school, at the leve of principal and supervisor, or in the school cluster system, was recognized to be of considerable importance. Several participant countries expressed interest in the management of a variety of resources in the school cluster system, where about eight or so schools are arranged in a local group, or cluster, to maximize the use of resources through sharing and collaboration. It was recognized that the management of such systems needed to be both sensitive and efficient, through appropriate training of the personnel involved.

National educational administrators. A noticeable feature of JIP that emerged at the Review Meeting was that within each participant country, several agencies involved in different aspects of education had collaborated in the JIP programmes. The effectiveness of such inter-agency collaboration is a topic to be considered at the Finalization Meeting.

Parents and other community members. The Review Meeting, particularly after its field visit to Yala in southern Thailand, gained a good understanding of major difficulties in enlisting parental/community support, particularly where the language of instruction and that of the school staff differs from that of the local community; where the educational level of parents is low or non-existent; where

religious and cultural beliefs differ between school staff and community members; where parents and community may put little value on educational achievement. With regard to improving school-parent/community relations, it was suggested that schools might well attempt to function as community centres, becoming involved in a two-way process, whereby the school made available its resources and knowledge to benefit the local community, and where the school enlisted and utilized the potential resources and knowledge of the local community to benefit the school and its students.

A final, but important issue raised in general discussion was concerned with the dissemination of programmes:

Programme dissemination. Here the main point to emerge in discussion was the importance of using existing networks as far as possible for the dissemination of information about programmes within countries – e.g., through school clusters where these exist, through Teachers' Colleges, through adjustment of pre-service teacher training. For disseminating programme information between countries, the existing ACEID/APEID network of UNESCO could be utilized. Generally, it was acknowledged that if programme information is to be effectively disseminated within a country, and/or between countries, then efforts must be expended to keep high-level educational administrators informed about changes and proposed changes. If this cannot be done, and their support enlisted, then the dissemination and implementation of new improved programmes is likely to be relatively ineffective.

Chapter Four

PROPOSALS FOR THE FINALIZATION MEETING IN DECEMBER 1986

In discussing plans for the Finalization Meeting on JIP due to be held in December 1986, participant countries made a number of proposals. Some referred to activities which will be undertaken prior to the Meeting. Others referred to the outcomes of JIP; to evaluating the impact of JIP programmes; and to the dissemination of JIP information.

1. Before the Finalization Meeting, participant countries should convene National Seminars to sensitize participants and high-level policy makers on the outcomes and impact of national JIP efforts.

   (The attendance of UNESCO Secretariat personnel, and/or resource persons from other countries, would be welcomed at such National Seminars).

2. Before the Finalization Meeting, further inter-country site visits would be welcomed if time and funding could be made available.

3. In advance of the Meeting, the UNESCO Secretariat's normal pre-circulation of the Meeting's objectives, and of the format that country reports should conform to, will prove valuable.

4. It was agreed that in preparing country reports, participant countries should be as concise as possible.

5. At the Finalization Meeting, although different countries joined JIP at different times, participant countries will be expected to report progress made to December 1986, with regard to certain activities having been undertaken to be completed by that date.

6. At the Finalization Meeting, base-line data on the achievement level of children in primary education should be reported by all participant countries.

7. At the Finalization Meeting, participant countries should describe the particular emphases of their JIP efforts.

8. At the Finalization Meeting, participant countries may wish to indicate the materials that have been devised under JIP (for students, teachers, parents, in the forms of various media such as booklets, audio and/or video cassettes, films, radio scripts, tape-slide sequences), either in the form of special exhibitions, or as illustrations in country presentations. Adequate time for country presentations would be required.

9. Since an important aspect of a Finalization Meeting is concerned with programme evaluation, participant countries will be expected to report on the evidence they have gathered to assess the impact of their JIP efforts.
10. At the Finalization Meeting, some consideration should be given to the future. While this phase of JIP will be finalized in December 1986, countries in the region will obviously continue to attempt to raise achievement levels in their primary school students.
11. Any unanticipated spin-offs from JIP should be noted at the Finalization Meeting – for example, have further research efforts been stimulated by JIP concerns.
12. The ways in which information about JIP outcomes and impact should be most effectively disseminated within countries should receive thorough consideration at the Finalization Meeting.
13. At the Finalization Meeting, the ways in which JIP outcomes have or would contribute to curriculum change and teacher development should be deliberated upon.
14. At the Finalization Meeting, the collaboration of various national educational agencies in administering JIP programmes should be reviewed.

ANNEXES

Annex I

AGENDA

1. Opening of the Meeting
2. Election of officers of the Meeting
3. Briefing on the background and objectives of the Meeting and consideration and adoption of the provisional schedule of work
4. Presentation of country progress reports on JIP, project outcomes and findings
5. Field visit to JIP sites in Yala, Thailand
6. Analysis and review of progress, outcomes and findings of JIP in the participating countries
7. Proposals and recommendations for affecting changes and improvement in the country projects
8. Proposals for JIP Finalization Meeting
9. Adoption of draft report and closing of the Meeting

Annex II

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Annex III

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Group A

Chairperson	:	Dr. K. N. Shrestha	(Nepal)
Rapporteur	:	Mrs. S. P. Goel	(India)
Members	:	Mr. V. R. Nagpure	(India)
		Dr. A. F. Tanyong	(Indonesia)
		Mrs. Aidah Abdul Ghani	(Malaysia)
		Dr. Mohd. Daud Haji Hamzah	(Malaysia)
		Dr. Park Moon-tae	(Republic of Korea)
		Dr. D. A. Perera	(Sri Lanka)
		Dr. Siriporn Boonyananta	(Thailand)
		Mr. Virot Mongkalamanee	(Thailand)
		Mr. Chongkon Chantamongkon	(Thailand)
		Miss Pongkorn Intarakochalaksana	(Thailand)

Group B

Chairperson	:	Dr. Mona D. Valisno	(Philippines)
Rapporteur	:	Dr. Robert Grieve	(Australia)
Members	:	Mr. Li Zan-Hua	(China)
		Mr. Fan Zei-Wei	(China)
		Dr. M. Raghuram Singh	(India)
		Mr. Wahjudi Suseloardjo	(Indonesia)
		Mrs. Hyun Ju	(Republic of Korea)
		Mrs. Rohani Hamid	(Malaysia)
		Dr. V. N. Poddar	(Nepal)

Members (cont'd)	:	Dr. Kamol Sudaprasert	(Thailand)
		Dr. Dilok Boonruangrod	(Thailand)
		Mr. Stith Channuan	(Thailand)
		Mr. Prasop Chandhaket	(Thailand)

Annex IV

LIST OF GROUP MEMBERS FOR FIELD VISIT

Group I

Schools visited — Kuwa, Kotabaru

1. Mrs. Aidah A. Ghani (Group Co-ordinator)
2. Dr. M. R. Singh (Group Rapporteur)
3. Dr. D. A. Perera
4. Mr. V. N. Poddar
5. Dr. Mona D. Valisno
6. Dr. Dilok Boonrungrod
7. Mr. Prasop Chandhaket
8. Mr. Chongkon Chantamongkon

Group II

Schools visited — Chalong, Na-Tuey

1. Dr. K. N. Shrestha (Group Co-ordinator)
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3. Dr. Kamol Sudaprasert
4. Mr. Li Zan-Hua
5. Mr. Fan Zai-Wei
6. Mrs. S. P. Goel
7. Dr. A. F. Tanyong
8. Dr. Mohd. Daud Hamzah
9. Miss Pongkarn Intarakochalaksana

Group III

Schools visited — Kuyae, Kalupang

1. Dr. Siriporn Boonyananta (Group Co-ordinator)
2. Mrs. Rohani Hamid (Group Rapporteur)
3. Mr. V. R. Nagpure
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6. Mr. Virot Mongkalamanee
7. Dr. Robert Grieve
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SELECTED APEID PUBLICATIONS
RELATING TO UNIVERSALIZATION OF PRIMARY EDUCATION

- *Universalizing education: linking formal and non-formal programmes; report. 1979.*
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- *New personnel profiles in relation to changes in society and educational systems. 1980.*
- *In-service teacher education: developing innovatory strategies and instructional materials; report. 1980.*
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* Out of stock.

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The Asia and Pacific Programme of Educational Innovation for Development (APEID) has as its primary goal to contribute to the building of national capabilities for undertaking educational innovations linked to the problems of national development, thereby improving the quality of life of the people in the Member States.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through over one hundred national centres which they have associated for this purpose with APEID.

The 24 Member States participating in APEID are Afghanistan, Australia, Bangladesh, China, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tonga and Turkey.

Each country has set up a National Development Group (NDG) to identify and support educational innovations for development within the country and facilitate exchange between countries.

The Asian Centre of Educational Innovation for Development (ACEID), an integral part of the Unesco Regional Office for Education in Asia and the Pacific in Bangkok, co-ordinates the activities under APEID and assists the Associated Centres (AC) in carrying them out.

The programme areas under which the APEID activities are organized during the third cycle (1982-1986) are:

1. Universalization of education: access to education at first level by both formal and non-formal means;
2. Education for promotion of scientific and technological; competence and creativity;
3. Education and work;
4. Education and rural development;
5. Educational technology with stress on mass media and low-cost instructional materials;
6. Professional support services and training of educational personnel;
7. Co-operative studies and innovative projects of research and research-based experimentation related to educational development.